Classroom Management Plan

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Professionalism

As a Christian, I placed God first in my decision because he is the light, and we must shine the light of Jesus. As teachers, we must live, act, and love the way Jesus loves us. We are called to serve others, such as the students, families, and the community (G. C. U, (n.d.). Jesus wants us to shape society according to the principles of His Kingdom. I will maintain and demonstrate professionalism by being on time, having good attendance, and having an attitude in the school setting. I will respect and show respect for myself and my colleagues, students, and property. With the help of the Model Code of Ethics for Educators, I will respect the dignity, worth, and uniqueness of each student (n.d). I will also work with parents or guardians, communities, co-workers, and other professionals to promote learners' growth and development. I will communicate with parents promptly and respectfully, reflecting on the student's best interests. I will work with parents, colleagues, and communities to promote students' growth and development. I believe advocating for equitable educational opportunities for every student and participating in school, and professional learning communities is vital. Throughout my teaching career, I will advocate for policies and laws that educators support to promote the education and well-being of students and families. I will stay active in school and participate in school professional learning communities because teaching is an opportunity to keep learning and growing. Overall, teachers impact lives, change the world, and build futures.

Student Engagement Strategies

Academic success starts with student engagement. Student engagement means students are excited and motivated to come to school and learn. It means students participate in learning

and demonstrate a positive attitude (Game, (n.d.). Students who are motivated and are engage tend to perform higher academically and are better behaved than unmotivated and unengaged students (Pearson, (n.d.).

There are three types of student engagement behavior emotional and cognitive. The three engagements are vital for deep, meaningful learning:

1. Behavioral means students behave, follow instructions, work carefully, and participate in the discussion.
2. Emotional and relates to student emotion; this means students are happy to be at school, alert, and interact positively with peers.
3. Cognitive means students' involvement in asking questions, thinking deeply, and completing assignments.

Teachers play a vital role in motivation and engagement. Classroom rules and setting expectations foster active engagement in learning, self, and positive social interaction. Teachers must implement procedures from day one and be consistent all time. Expectations and procedures should be discussed daily with students until they know and establish a routine. However, teachers need to set a positive tone when talking about expectations and procedures and explain to the students that rules will help us have an enjoyable class where every student can learn along with respecting others (Evertson, Emmer & Poole, 2022). Student involvement is vital when discussing rules and expectations. Have students devise rules, make a contract using the rules students came up with, and have the student sign the agreement as a way of acknowledgment.

Classroom environments play an important role in motivating students to engage and learn. The classroom must feel welcoming and inviting to all students. Students must feel safe and accepted in their classroom; this means creating a positive relationship with students by getting to know every student (Pearson, (n.d.). Students need to feel they belong in the classroom and believe they can learn (Pearson, (n.d.). Teachers need to allow students to be in control of their learning. Teachers need to create active and collaborative opportunities. Applying engagement strategies are ways to motivate students and their achievement.

The three-step interview strategy is one way to motivate and engage students because after a lesson is taught, the teacher can divide the student into three groups (Game, (n.d.). One student will be interviewed; the interviewee will quiz their classmate on the lesson while the notetaker records the conversation (Game, (n.d.).

The pause and procedure strategy happen while teaching; the teacher pauses every 10 to 15 minutes to allow students to discuss their notes with another student, write questions or write a lesson summary (Game, (n.d.). As teachers, we must provide activities to avoid downtime; downtime can lead students to misbehave and get in trouble. Teachers need filler activities for students who complete assignments earlier than other students. These activities include puzzles, riddles, or story-starter for creative writing (Evertson, Emmer & Poole, 2022).

Students have different learning styles; therefore, teachers need flexible learning plans, which means personalized learning. Personalized learning ensures all levels of learners stay

engaged (Game, (n.d.). Personalized learning tailors learning around each student's needs, interests, and abilities. The benefit is that students will learn skills beyond academics and throughout their lives. Teachers can use their time effectively to focus on target skills and determine the best learning activities. Students can assist with goal setting and engage in self-assessment.

English language learner students entering school will have a language gap which affects reading and math. ELLs experience challenges while learning a new language. Reciprocal teaching can increase engagement and motivate students to participate. Reciprocal teaching strategies include making predictions, questioning, clarifying, and summarizing small chunks of text (Game, (n.d.). ELLs are engaged through close reading, sharing thoughts, and helping each other understand.

Think-pair-share is another way to help ELLs because it allows students to pair up with classmates to discuss and share their conclusion with the class.

Reciprocal teaching also increases comprehension.

Cooperative learning can also assist students with exceptionalities., allowing students to be in small groups. Cooperative learning enables students with exceptionalities to work with peers and learn from each other (Game, (n.d.). Cooperative learning offers positive interdependence, promotive interaction, accountability, soft skills instruction, and group processing (Game, (n.d.). Overall, it allows students to collaborate in groups, provide feedback, take responsibility, set goals, and work effectively.

Educational technology encourages student engagement and motivation. Games like Prodigy help students in math and English because they are game-based learning (Game, (n.d.). Teachers can differentiate instruction and help students enjoy learning. Teachers can assign specific math skills to support students (Game, (n.d.). Teachers can view progress and comprehension reports. Prodigy can be given as homework for students to continue learning at home (Game, (n.d.).

Other educational technology apps and websites that promote engagement and motivation include IXL, which personalized learning from grades k-12 curriculum in math, language arts, science, social studies, and Spanish. Epic is a website students can find books to read. Epic offers every reading level and topic, making reading and learning fun. Kahoot engages the class with interactive lessons. Kahoot creates questions, puzzles, polls, and type-answer questions where students can play with each other or in teams. Kahoot can serve as a formative assessment to improve instruction.

My Philosophy

As an educator, it is vital always to demonstrate professionalism and show respect for colleagues, students, families, and property. Professionalism reflects respecting each student's dignity, worth, and uniqueness and the student's age, gender, culture, setting, and socioeconomic context. Every student has strengths and needs, which means advocating for equitable educational opportunities and participating in professional learning communities. Most importantly, it is vital for students to feel loved, safe, and respected to be successful learners.

Students need to feel they belong in the classroom and believe they can learn. Students will be in control of their learning. Students need active and collaborative opportunities and engaging activities to motivate them to be successful lifelong learners. It is also vital to work and establishes a relationship with parents to support their children's academic growth because children learn best when parents and other family members, and community members work together to encourage and support them.

<div align="center">**Classroom Management**</div>

A classroom management plan starts with a designed classroom layout that facilitates instructional activities and promotes a safe environment for students to learn. Students need an organization that guides students where things go. Labeling things around the classroom lets students know where things go. Harry Wong's Effective Classroom model is an element that I will incorporate into my future classroom because it focuses on routines and procedures and being consistent. Wong stresses the importance of good classroom management that reflects routine and procedures. Through routine and procedures, students will know where to put their belonging and complete classroom work and homework. Student need morning and end-of-day procedures to stay on track. Students need a daily schedule posted in the classroom to keep track of procedures along what rules (Cointervention, (n.d.). Classroom rules assist students in respecting others and ensure a safe environment for learning. The rule maintains order in the classroom and Discipline. Win-Win Discipline resonates with my teaching style because the teacher teams up with students to help students learn more responsible ways to meet their needs. Implementing PBIS and Character Counts in the classroom improves disruption and behavioral and academic outcomes through preventative and responsive practices. Teaching expectations

and explicit instruction to guide SEB and academic skills promote self-motivation and create

opportunities for positive social interaction.

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